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ABSTRACT

This junior high school career education curriculum guide contains lesson plans intended to serve as a basis for a nine-week minicourse in career education. Sixteen lesson plans are included in the guide: (1) Social Security, (2) A Career Is Calling, (3) Stereotyping, (4) Values Clarification, (5) Decision-Making, (6) Aptitude Tests, (7) Career Preference Inventory, (8) Researching Careers, (9) Careers in Transportation, (10) Field Trip to Local TV Station, (11) Job Application Forms, (12) Letters of Application, (13) Personal Data Sheet or Resume, (14) Check Writing, (15) Career Consultation, and (16) Personal Job Interview. Each lesson plan follows a typical format that includes the following sections: theme, lesson goal, performance objectives, element and element objectives, activities and suggested procedures, resources, and helpful hints. Sample forms are appended. (LRA)

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CAREER EDUCATION
A
MINI-COURSE
CURRICULUM GUIDE

CE 024 355

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Office of Vocational Education
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ADDITIONS AND CORRECTIONS TO CAREER EDUCATION CURRICULUM GUIDE

Page 2 "You've Got a Number" - film from local Social Security office

Page 3 "A Career Is Calling" - free stencil booklet from Southern Bell Telephone Company

Page 5 "Anything You Want to Be" - film from Southern Bell Telephone Company. Free master stencil with teacher guide booklet is also available.

Page 6 Individualized Related Instruction for Entering the World of Work--individualized workbook--same as listed in guide
McKnight Publishing Company--phone: (309) 663-1341.

Page 7 "Decision Making" steps--Career Education in South Carolina--a position paper written by Ellen Hayden, South Carolina Department of Education.

Page 9 Same as Page 6

Page 11 Career Preference Inventory Response Form, Career Research Associate. Order from McDonald's 3M Products, P. O. Box 5856, Columbia, S. C. 29250 (located at 6041 Devine Street).

Page 13 Same as Page 6

Page 14 Same as listed in guide

Page 18 Same as Page 6. McDonald's Application Form--"My Job Application File," James Book Publishers, 3541 Investment Blvd., Suite 5M, Hayward, California 94545

Page 19 Same as Page 6

Page 21 Same as Page 6

Page 25 Same as Page 6

Page 27 Same as Page 6

"About Getting a Job"
Channing L. Bete Co., Inc.
45 Federal Street
Greenville, Mass. 01301
Phone: (413) 774-2301

Interview Rating Form same as listed in guide

If I can be of any further assistance, please feel free to contact me.

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Table of Contents

	Page
Rationale	vii
Philosophy	viii
To the Teacher-Coordinator	ix
Introduction	x
Sample Lesson Plans	
A. Social Security	1
B. "A Career Is Calling"	3
C. Stereotyping	4
D. Values Clarification	6
E. Decision-Making	7
F. Aptitude Tests	8
G. Career Preference Inventory	10
H. Researching Careers	12
I. Careers in Transportation	14
J. Field Trip to Local TV Station	16
K. Job Application Forms	17
L. Letters of Application	19
M. Personal Data Sheet or Resumé	21
N. Check Writing	22
O. Career Consultation	24
P. Personal Job Interview	26
Additional Activities	28
Sample Forms	
A. Social Security Letter	29
B. Resource Speaker Thank-You Letter	31
C. Career Cluster Sheet	32
D. List of Career Cluster Films	34

FOREWORD

In 1972 George Gallup polled American parents regarding the reason they wanted their sons and daughters to get an education. The responses in three-fourths of the cases were "to get better jobs, make more money, and achieve financial success." Their answers sent tremors through the educational establishment. This poll of public attitude brought into focus the blurred image of what education is supposed to be about and helped touch off one of the fastest growing educational movements in history — Career Education.

South Carolina can be proud of its progress in Career Education. We have arrived at a point in time in which every school district has at least one component of a Career Education program.

We hope that this curriculum guide will aid those school personnel who are seeking to establish a separate career exploratory course. The document was prepared by a teacher for use by her fellow teachers; hence, it is written and organized in a practical and straightforward manner.

We anticipate that the guide will serve as a valuable resource as teachers attempt to familiarize young people with broad categories of jobs and to make them aware of the dignity of all honest work. It is based on the premise that most youngsters are eager to recognize and identify their own aptitudes, attitudes, potential, likes and aversions, and career options.

Charlie G. Williams
State Superintendent of Education

Rationale

Career Education is a continuous process for all people at all ages. However, due to the varied and complex needs of the middle school student, the concept of Career Education is of vital importance to him. If executed properly, the flexibility and diversity of Career Education will meet many individual needs and ultimately help bridge the gap between education and the world of work.

According to the **South Carolina Middle School Guide,** some common characteristics of the middle school student are:

1. Yearning for acceptance and approval by friends frequently exhibited in conformance to group standards, values, attitudes and "fads."
2. Restricting their personal moral and cultural values—including religion, personal relationships, school and sex.
3. Intense interest in their own personal appearance and their own physical growth and skills, often reflected in habits of early dating and fondness for competitive sports and games.
4. Subjective moodiness and introspection, reflecting insecurity and tensions during this transitional period of challenging their own childish behavior and values.
5. Eagerness to accept responsibility and accomplish things to satisfy themselves, please others, and avoid feelings of guilt.
6. Adjusting to the opposite sex, a transition from childhood interests mainly confined to their own sex, including hero worship and "crushes," to later natural boy-girl relationships.
7. Ambivalence between maturity and childishness, between strong loyalties and deep disappointment, between children's games and more mature activities, hobbies and social events, between resenting adult "interference" and seeking adult approval and support.
8. Growing intellectually and developing new ways to process information and perform school work and other mental tasks.
9. Broadening interests which fluctuate rapidly and frequently as self-concept change, "fads" come and go, abilities and talents develop.
10. Intense emotions which may magnify problems, personal relationships and events out of proportion to their importance—leaving small, if any, middle ground.
11. Restlessness, both physical and mental, requiring physical movement and intellectual "stretching," exploration and diverse opportunities to satisfy their curiosity and interests, rather than sitting constantly; talking, not just listening; changing pace and materials, rather than "the same old thing."

Because the characteristics and needs of the middle school student are so varied and complex, the **South Carolina Middle School Guide** has cited that opportunities and activities which will develop the following goals should be provided:

1. to help each child understand himself as a developing person
2. to prepare each child to understand and accept his new role as a developing adolescent

3. to foster independent learning and self-direction
4. to provide experiences designed to assist each child in clarifying his values and those of others
5. to provide instruction in and application of the decision-making process
6. to permit wide exploration of personal interests
7. to build upon basic skills acquired in elementary school
8. to make learning exciting
9. to emphasize learning experiences that will help the child make appropriate choices in the more specialized secondary school

Career Education addresses the characteristics, needs and goals cited for the middle school student by providing experiences which will:

1. provide for the exploration of all occupational clusters at the 8th grade level and will relate basic subject matter to each cluster studied
2. focus upon the need for basic skills in the world of work
3. provide methods for students to learn desirable habits and attitudes for life and work
4. provide methods for students to practice decision making and narrow career choices
5. provide individual and group activities that enhance occupational aspirations, student self-concept and the ability to get along with others
6. provide methods for students to explore and assess their interests, abilities, values, and needs, and apply this knowledge in narrowing career choices

Philosophy

According to Joseph E. Kimpson, South Carolina General Supervisor for Middle Schools, "the basic philosophy of middle school is to make learning more attractive by instructional methods and materials which stimulate the desire to learn." It should also provide a "variety of meaningful experiences—building upon the basic skills of the elementary grades and leading naturally to the more specialized secondary schools." A Career Education program meets those basic needs and many more. For this reason, it is felt that Career Education is a vital part of every middle school curriculum.

The main purpose of a Career Education program at the middle school level should be three-fold. First of all, it should provide career exploration activities which will make the student aware of the vast number of career opportunities open to him. Through exploring careers, the student becomes familiar with the major jobs in the fifteen career clusters and learns the basic requirements and skills necessary for entry into these jobs. Secondly, the program should emphasize self-awareness and understanding. By emphasizing self-awareness, the program helps the student learn how to take an honest look at himself so that he can realize his strengths, weaknesses, and potentials, thus enabling him to set more realistic goals for the future. Thirdly, a career education program should excite each student about a possible realistic career area for him. This can be done in a number of ways. For one student, it may be an exciting resource speaker, for another it may be the amount of money a student learns he can make on a certain job. The ways a student can be excited or motivated are infinite. The main thing to remember

is to have a program so varied and flexible with activities that it is bound to reach every student in some way.

As Career Education teachers, it is not our purpose to have students select a career at this time. Rather, we hope to provide the student with experiences which will prepare him to make a career choice easily, gradually, and naturally. These experiences provide activities which encompass eight elements of Career Education as identified by the South Carolina State Department of Education: Self-Knowledge, Decision-Making Skills, Career Awareness, Economic Awareness, Educational Awareness, Attitudes and Appreciations, Social Awareness and Basic Skill Awareness.

If implemented properly, a Career Educational program at the middle school level can certainly be a step toward obtaining the South Carolina Department of Education's long range goal: "To develop and promote a practical concept of Career Education that can be incorporated into all educational programs."

To the Teacher-Coordinator:

The lesson plans in this guide are intended to serve as a basis for a nine-week minicourse in Career Education instruction (45 days). However, one should feel free to modify all lesson plans to suit individual and school district needs.

A vast number of resources exist which one can use in coordinating or teaching a course of this nature. However, the main instructional resource used in this particular program is the commercially prepared workbook, **Individualized Related Instruction for Entering the World of Work.** Reference to selected activities is made throughout this syllabus. However, similar activities from comparable resources can be used. It is also suggested that students keep these activities and all other work in individual folders for future use.

A wide variety of resource speakers serves as excellent motivation for the students. However, one should not have a speaker just for the sake of doing so. Rather, a resource speaker should have a definite purpose. Speakers should be used to introduce, expand upon, or culminate a particular subject. Four or five speakers per nine weeks are suggested.

Another basic tool for instruction in Career Education is the use of career cluster films. These films depict the major jobs in the fifteen career clusters. One film per week is advised. However, due to the limited time in a nine-week course, it will be necessary to be selective in choosing films that are most appropriate for a particular class. See Sample A.

Students should be evaluated on the basis of attitude, effort, class participation, interest and academic achievement. Evaluation methods include testing and observation of the students' progress in the above areas. In addition, students can be further evaluated by means of formal and informal student-teacher conferences.

The type of Career Education program outlined here is quite easy to implement into any school. It is practical and has been proven to work well. However, through experience it has been found that flexibility along with sound judgement, imagination and knowledge of how to make wide use of existing resources is the key to the program's success.

Introduction:

If one begins teaching Career Education by realizing that he/she is actually teaching one of the most important courses a student will ever have the opportunity to take, then the success of it is without question. First of all, is it not our overall duty as educators to prepare a student for the world in which he/she will one day take a position? If so, then one can really get excited about Career Education because with this program one is actually teaching basic survival skills for entering the world of work. A

Career Education course of this nature meets the individual needs of every student in the classroom. You, as a teacher, are finally teaching a course which is suited for every student! After all, every student will one day need to know how to properly fill out a job application form whether or not he goes to college. Everyone must have a social security number and many other things as well. However, what is really overwhelming about a course of this nature is that the students themselves see a need for what they are doing. For this reason, they are eager to listen and get involved with the program.

Joan E. Gonzales
Author and Middle School
Career Education Teacher

(GRADES 7-9)

THEME: SOCIAL SECURITY

Lesson Goal: to make students aware of the need and importance of social security.

Performance Objectives: Each student will be able

1. to identify three basic social security benefits.
2. to properly fill out a social security application.
3. to list ways in which a social security number serves as a vital link between the government, the employer, and the employee.
4. to obtain his own social security number.
5. to list reasons why social security is important to both the young and old.

Element and Element Objectives:

Economic Awareness

to understand the U. S. monetary system.

Basic Skill Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1st Day	
1. Begin the subject of social security by discussing just what social security is. Include such facts as the Social Security Law of 1935. Basically explain the three types of social security benefits: a) Survivor's, b) Disability, c) Retirement (Suggested opening question, "What do you think about when I say social security?") One soon realizes from answers given by students that their main concept of social security is that it is something for the old.	
2. Ask students how many already have social security numbers. Those who already have a number will still have to fill out a social security application form and put it in their folder. Give each student a social security application form and go over how to fill it out. Stress signing signatures correctly. Have students take form home so parents can check certain information such as unusual spellings of maiden names, etc.	Social Security application forms—Social Security Office
3. Talk about recent changes in the social security law. Send prepared letter home with students explaining these changes and additional identification requirements for obtaining a social security number.	Prepared letter—See Sample A

3. (Cont'd.)

   This letter also explains which official documents are acceptable sources of identification and urges parents to assist their children in completing the necessary requirements for obtaining a number. (Refer to Sample A).

2nd Day

4. Have resource speaker from Social Security office speak and show film "You've Got a Number." This film is a cartoon version of why young people need to know about social security.

Resource Speaker—Social Security Office

Film—"You've Got a Number"

1st Half of 3rd Day

5. Tie together facts discussed and learned about social security. Have students discuss and/or list ways social security serves as a vital link between the government, the employer, and employee. One can quiz class orally or give a short written quiz on main aspects of social security.
6. Have students bring social security number to class as soon as they arrive.
7. Give extra points on first test if student can write down social security number from memory.

Helpful Hints: This lesson usually takes about 2½ days.

*So that each student will be able to obtain his social security number before the end of the nine weeks course, it is necessary to undertake the subject of social security early in the course.

*Be sure to send thank you note to all resource speakers. See Sample B.

THEME: "A CAREER IS CALLING"

Lesson Goal: to give overview of main aspects in Career Education by doing booklet, "A Career Is Calling"

Performance Objectives: Each student will be able

1. to honestly evaluate his personal qualities and activity preferences.
2. to become aware of the vast number of occupations and to gain practice in classifying specific occupations within career clusters.
3. to match his own qualities, skills and activity preferences to the qualifications and attributes for the jobs in which he is most interested.
4. to realize that people are fortunately different in their estimation of the ideal jobs—Because of such differences, there are people to produce diverse products and perform the multitude of services that our civilization requires.
5. to gain specific information about what occupations will be most in demand in the future.
6. to become aware of society's changing attitude toward women's career choices.
7. to gain practice in managing hypothetical situations involving people whose behavior and work habits are not ideal.
8. to become aware of the communications skills required of anyone whose career puts him in contact with the public.

Element and Element Objectives:

"A Career Is Calling" encompasses all of the objectives of the 8 elements of Career Education:

Self-Knowledge
Decision-Making
Career Awareness
Economic Awareness
Educational Awareness
Attitudes and Appreciations
Social Awareness
Basic Skills Awareness

Activities and Suggested Procedure	Resources
1. Pass out stencil copies of booklet "A Career Is Calling"—Explain to class that this booklet is basically an overview of some of the things that will be studied in more detail later.	"A Career Is Calling," American Telephone and Telegraph Company, 1975.
2. Explain how to do activity master one and two. Let students work independently and then discuss answers for the two activities.	
3. Continue work with booklet by assigning certain numbers of pages—depending how fast the individual class works.	

Helpful Hints: This lesson usually takes from 3 to 4 days.
Because this booklet serves as a good overview of activities in the mini-course, it is best to do this lesson during the first week. It will also lead into the subject of stereotyping nicely.

(GRADES 7-9)

THEME: STEREOTYPING WITH RESPECT TO TRADITIONAL AND NON-TRADITIONAL JOBS.

Performance Objectives: Each student will be able

1. to list ways in which our society stereotypes people and things.
2. to list jobs traditionally held by men.
3. to list jobs traditionally held by women.
4. to list jobs that both men or women can do equally well and give reasons why.
5. to list ways a student can personally stop harmful stereotyping.

Element and Element Objectives:

Self-Knowledge

to understand that individuals differ in their abilities, attitudes, and aspirations.

Decision-Making

to apply the decision making process to the study and selection of careers.
to know that training or pursuing a career choice helps develop who a student really is.

Career Awareness

to understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about him/her that is significant.

Economic Awareness

to take notice that a major reason most people work is money—Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

Education Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

Attitudes and Appreciations

to understand the need to make a meaningful career choice.

Social Awareness

to appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1st Day	
1. Give students a list of jobs and have them write "male," "female" or "both" by those jobs they feel should be labled accordingly.	
2. Show film "Anything You Want to Be." After film, discuss facts and opinions of film.	Film — "Anything You Want to Be," American Telephone and Telegraph Company, 1976.
2nd Day	
3. Define and discuss stereotyping in our society. Have students either discuss or list ways our society stereotypes. (Bring out the fact that stereotyping begins at birth when one chooses pink for girls and blue for boys).	
4. Have each student select one non-traditional job he feels either sex can do equally well and give reasons or facts for his choice.	
3rd Day	
5. Have a panel presentation of three men and three women in non-traditional jobs. Have these speakers share with class personal experiences encountered in a non-traditional job. Be sure to have speakers tell basic information about his job such as educational requirements, duties, beginning salary, etc.	Community resource speakers
6. Pass out a copy of the same list of jobs that students were given on the first day of this lesson. Again, have students decide which jobs should be labeled "male," "female," or "both." Have students compare their first sheet with this second sheet to see if they have changed their opinions of traditional and non-traditional jobs.	
7. Have students list ways they can personally help stop harmful stereotyping.	

Helpful Hints: This lesson takes about 3 days.

If it is not desirable to have a panel presentation, one could invite one male and one female in non-traditional jobs to speak to class on same topic.

(GRADES 7-9)

THEME: VALUES CLARIFICATION

Lesson Goal: to help students identify and understand how their individual values relate to possible career areas.

Performance Objectives: Each student will be able

1. to write a definition of values.
2. to identify and classify some of his individual values.
3. to compare his individual values with those of other students his age in the U. S.
4. to identify certain career areas that are particularly related to his individual values.
5. to deduce and be able to describe how exploring values can lead to a better understanding of self.

Elements and Element Objectives:

Self-Knowledge

to understand that one should continually reassess one's values in relationship to his present or anticipated goal.

Decision-Making

to know that tentative career choices should be based on attitudes, values, and interests and to know what his choice requires in-depth study.

Career Awareness

to understand the relationship between values and different careers.

Attitudes and Appreciations

to understand the need to make a meaningful career choice (individuals are responsible for their career planning and personal values related to life choices).

Social Awareness

to understand the approach needed to resolve personal conflict between one's individual goals and group goals.

Activities and Suggested Procedure	Resources
1st Day 1. Begin by defining the term "values." (things that are important to us personally). 2. Give each student a copy of Act. #14 "Values Appraisal Scale" from workbook. 3. Explain how to do exercise pointing out statements that might be particularly confusing to students. **2nd Day** 4. As you check to see that activity has been completed and done correctly, take a couple of minutes with each student and have him explain what he found out about his individual values. Have him identify the values on which he placed the greatest and least importance. Also have him compare his values to those of the average boy and girl his age in the U. S.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work,** Bloomington, Ill., McKnight, 1974.

Helpful Hints: This lesson takes about 2-3 days.

**At any time a teacher uses copies from a commercially prepared workbook, written permission from the publisher should be obtained.

(GRADES 7-9)

THEME: DECISION-MAKING PROCESS

Lesson Goal: to teach and show students how to use the decision making process not only in the selection of career goals, but also in everyday life.

Performance Objectives: Each student will be able

1. to list the components of the decision making process.
   a. identify problem or situation.
   b. consider alternatives.
   c. consider consequences of alternatives.
   d. select the best alternative.
   e. implement the best alternative.
   f. evaluate the results.
2. to practice the decision making process at school and at home.
3. to understand the importance of decision making by giving three examples of usage in three school situations and in three home situations.

Element and Element Objectives:

Self-Knowledge

to understand that everyone is responsible for his/her own actions.

Decision-Making

to know and practice the components of the decision making process.
to apply the decision making process to home and social problems.
to apply the decision making process to the study and selection of careers.
to learn to reevaluate a prior decision when new information is available.
to understand that career development requires sequential series of choices.

Career Awareness

to know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

Economic Awareness

to apply knowledge of economic responsibilities to career decisions.

Educational Awareness

to know that tentative educational plans must be formulated in order to arrive at a certain goal.

Attitudes and Appreciations

to understand the need to make a meaningful career choice (Individuals are responsible for their career planning and personal values related to life choices).

Social Awareness

to assume responsibility.

Activities and Suggested Procedure	Resources
1. Discuss the components of the decision making process and list components on the board. 2. Give stencil copy of the steps to decision making and an example to go with each step. Discuss this and then have students list three situations using the six steps in three home decisions and in three school decisions.	**Career Education in South Carolina,** South Carolina Department of Education, 1975. Sample decision questions (Home) What shall I wear today? (School) Do I need to study for my math test?

Helpful Hints: This lesson takes one day.

Reinforce the decision-making process with other activities throughout the course.

(GRADES 7-9)

THEME: APTITUDE TESTS

Lesson Goal: to familiarize students with several kinds of aptitude tests.

Performance Objectives: Each student will be able

1. to experience taking several kinds of aptitude tests.
2. to identify some of his individual aptitudes.
3. to compare his individual aptitudes with other students his age in the classroom and in the U. S.

Elements and Element Objectives:

Self-Knowledge

to be aware of individual capabilities and limitations.

to develop a realistic self-perception of individual abilities as they relate to career choices.

to develop self-confidence in the pursuit of an anticipated career choice.

to understand that individuals differ in their abilities

to help match an individual's abilities with the skills and process needed in the world of work.

Decision-Making

to know and practice the components of the decision making process.

Career Awareness

to realize that certain careers require certain abilities.

to recognize that an individual may be suited for numerous occupations.

Economic Awareness

to understand the economic implications brought about when a career decision is made.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

to recognize that there are many training channels directed toward job entry.

Attitudes and Appreciations

to recognize the vital importance of a cooperative spirit.

Basic Skill Awareness

to realize the importance of basic skills when taking aptitude tests.

Activities and Suggested Procedure	Resources
1st Day	
1. Do a 5 minute timed test on following directions. The point of this exercise is to show students the importance of following directions in any situation—especially taking aptitude tests.	Kimbrell, Grady and Vineyard, Ben S. **Succeeding in the World of Work** Bloomington, Ill., McKnight, (1974) 61.
2. Give students a stencil copy of clerical aptitude test. This is Act. #19 from work book. After test has been completed and answers checked, discuss with students either as a group or individually what they learned about their individual aptitudes for clerical work.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work** Bloomington, Ill., McKnight, 1974.
3. Give stencil copy of vocabulary aptitude test. This is Act. #17 in workbook. After test has been completed and answers checked, have students compare their individual results with the results of other students in the classroom and in the U. S.	Same as #2
4. Give stencil copy of math aptitude test. This is Act. #18. Follow the same procedure as with the vocabulary test.	Same as #2
5. After students have had opportunity to take all three aptitude tests, discuss such things as multiple abilities and how they relate to a wide variety of possible careers.	
6. Have resource speaker from Job Service speak on other kinds of aptitude tests. Request speaker to bring "peg boards" and other equipment to test finger and manual dexterity.	

Helpful Hints: This lesson usually takes about 2½ days.

It is best not to give all three aptitude tests on one day. It is better to give the clerical and either the vocabulary or math in the same day—but not both.

(GRADES 7-9)

THEME: CAREER PREFERENCE INVENTORY

Lesson Goal: to give students an opportunity to identify some of their career preferences.

Performance Objectives: Each student will be able

1. to rate job descriptions on the basis of likes and dislikes.
2. to match typical job descriptions to specific job titles.
3. to use individual preference findings as an aid in deciding which careers to research further.

Element and Element Objectives:

Self-Knowledge

to understand that individuals differ in their abilities, attitudes and aspirations.

to help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision-Making

to apply the decision making process to the study and selection of a career.

to understand that career development requires sequential series of choices.

to be knowledgeable about the flexibility of career education.

to know that career decisions must correlate with one's goals in life (eg. money, hours, etc.).

Career Awareness

to understand the relationship between attitudes and values and different careers.

to recognize that an individual may be suited for numerous occupations.

to understand that in our culture a person's preference of work indicates much about him that is significant.

Economic Awareness

to understand that some workers produce goods while others produce services.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

Attitudes and Appreciations

to learn to analyze working roles according to advantages and disadvantages.

to appreciate all forms of work.

to understand the need to make a meaningful career choice.

to realize that work affords different rewards to individuals.

Social Awareness

to assume responsibility.

to realize that an individual's work affects his standard of living.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1. Pass our copy of Career Preference Inventory to each student. Explain that they will soon hear a description of a certain job. (They will not be told the job title). Students are to listen to the job description and then rate it according to their likes and dislikes using a scale from 1-5.	Career Preference Inventory Response Form, Career Research Associates, 1974.
2. Start the tape recorder with the Cover Preference Inventory job descriptions along with the carousel slides of job scenes. The students will see a picture of a job scene while they are listening to the description. (Takes about 30 minutes).	Career Preference Inventory slides and tape cassette, carousel slide projector, tape recorder.
3. After students have listened to the 60 job descriptions, have them tear perforated edge of paper and look inside. Inside students can identify the job title with the description heard earlier. Discuss their individual ratings. Some will be surprised at their findings, others will not.	
4. Have students complete exercise by plotting their results on the scale on back of inventory sheet. Students can use findings of personal job preferences as an aid in deciding which job to research further.	

Helpful Hints: This lesson takes one day.

This activity should go just before beginning career researching. Career Preference Inventory activity goes with Sound Page Machine.

THEME: RESEARCHING CAREERS

Lesson Goal: to show students how to research a career by using a variety of resources.

Performance Objectives: Each student will be able

1. to identify two careers which appeal to the individual according to his interests, values, aptitudes, needs.
2. to list job duties and responsibilities of two specific careers.
3. to identify personal qualities and skills needed for two specific careers.
4. to list educational and training requirements for two particular jobs.
5. to list the approximate beginning salary and fringe benefits of two specific careers.
6. to use the decision making process in deciding which of the two jobs researched is more realistic.

Element and Element Objectives:

Researching careers encompasses all of the objectives of the eight elements of Career Education:

Self-Knowledge
Decision-Making
Career Awareness
Economic Awareness
Educational Awareness
Attitudes and Appreciations
Social Awareness
Basic Skill Awareness

Activities and Suggested Procedure	Resources
1. Discuss relevant information when researching a particular career.	
2. Discuss the infinite ways a career can be researched. Go over all the possible ways set up in the classroom.	
a. View Machine (Vital Information for Education and Work).	Dictionary of Occupational Titles 1965. Vol. II. Occupational classification, Thiru Edition.
b. Career Sound Brief System.	Career Sound Brief System, Career Resource Associates. Vol. I.
c. SRA Lab.	Work (Widening Occupational Roles Kit) Science Resource Associates, Inc. 1972.
d. Reprints.	U. S. Department of Labor Bureau of Labor Statistics, 1371 Peachtree St., N.E., Atlanta, Ga. 30309, (1976).
e. Occupational Briefs.	Chronical Guidance Publications, Inc., Moravia, N. Y. 13118
f. Curriculum Innovations.	**Career World,** 501 Lake Forest Ave., Highwood, Ill. 60040, U. S. A.
g. Popeye Comic Books.	Career Awareness Program Teachers' Manual, King Features, 235 East 45th Street, New York, New York 10017, (1973).

h. Pamphlets and brochures.

3. Pass out stencil copy of Act. #28, page 2, from workbook or use own outline for required information.
4. Let students work independently researching two careers in class.
5. Have students practice the decision making process in deciding which career researched is more appropriate for him. Have each student report to class his findings on a preferred career.

Various businesses and companies

Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work** Bloomington, Ill., McKnight, 1974.

Helpful Hints: Researching two careers usually takes about 3 days. One day should be allotted for students reporting their findings to class and discussing activity.

Allow students to use Sound Page on only one career. Otherwise, they will all just listen to sound page.

(GRADES 7-9)

THEME: CAREERS IN TRANSPORTATION JOBS

Lesson Goal: to identify specific jobs in the transportation cluster of careers.

Performance Objectives: Each student will be able

1. to match twenty jobs titles in transportation with their definitions.
2. to see on-the-job scenes of various transportation careers.
3. to list five most interesting jobs seen in the film and relate why these are preferred to the individual student.

Element and Element Objectives:

Self-Knowledge

to help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision-Making

to apply the decision making process to the study and selection of a career.

Career Awareness

to understand that in our culture a person's preference of work indicates much about him that is significant.

Economic Awareness

to understand the economic implications brought about when a career decision is made.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

Attitudes and Appreciations

to understand the need to make a meaningful career choice.

Social Awareness

to appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1. Give the title and explain briefly what students will see in film. Tell students that they will be required to match job.	Film and film projector—"Careers in Transportation"—State Department of Education.
2. After film, pass out stencil copy of exercise "Popeye and Transportation Careers." Have students do this activity and check in class at the end of period. This exercise could also be used as a test after the film.	Career Awareness Program Teachers Manual, King Features, 235 East 45th Street, New York, New York 10017, (1973), 33.
3. If student is absent on day of film, have him read the related comic book and still do exercise sheet.	Career Educational Series, "Popeye and Transportation Careers." King Features, New York, New York, 1973.
4. Have students refer to Career Cluster sheet and list 5 most interesting jobs they saw in film.	See Sample C—State Department of Education

5. Resource speaker from any area in transportation (for example, have a pilot bring a helicopter, a truck driver bring a truck, etc.).	Resource speaker from a particular job in transportation careers.

Helpful Hints: This lesson takes one day, unless a resource speaker is used.

*The format for this particular lesson is suggested for all of the career cluster films. See Sample D.

Due to the limited time in a nine weeks mini-course, approximately eight films should be viewed. Each film lesson will take one day. Therefore, eight days should be allotted for films when planning. One film per week is suggested—perhaps every Monday.

(GRADES 7-9)

THEME: FIELD TRIP TO LOCAL TV STATION

Performance Objectives: Each student will be able

1. to view actual on-the-job scenes
2. to obtain and list information from first-hand sources.
3. to discover from observation the importance of working together on a job.
4. to obtain and record first-hand information about a variety of jobs in communications and media.

Element and Element Objectives:

Decision-Making

to learn to reevaluate a prior decision when new information is available.

Career Awareness

to realize that hobbies and interests may lead to a job.

Economic Awareness

to be alert to the fact that technological progress changes, eliminates, and creates work.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

to learn that human relations skills (e.g., communication) are as necessary as computational skills.

Attitudes and Appreciations

to recognize the vital importance of a cooperative spirit.

Social Awareness

to understand that all jobs are dependent upon other jobs.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1. Contact Public Relations person at local TV station and set up a date for the field trip. 2. Discuss with class the vast number of jobs in communications and media. Tell class about some of the jobs that will be seen on the field trip. Also, have students look for a job that is particularly appealing to them. Encourage students to ask questions concerning basic duties, educational requirements, beginning salaries, etc. 3. After students have gone on field trip, have each one make an individual list or either make a class list of the different jobs seen and discuss relevant information to these jobs such as main duties, educational requirements, beginning salaries, etc.	Local TV Station.

Helpful Hints: This lesson takes about 1½ days.

(GRADES 7-9)

THEME: JOB APPLICATION FORMS

Lesson Goal: to familarize and give students practice in the process of filling out job application forms.

Performance Objectives: Each student will be able:

1. to accurately fill out two job application forms by listing:
   a. Personal Data
   b. Education & Training
   c. Military Record
   d. Work Experience
   e. References
   f. Signature

Element and Element Objectives:

Self-Knowledge

to help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision-Making

to know that career decisions must correlate with one's goals in life (money, hours, etc.).

Career Awareness

to recognize that an individual may be suited for numerous occupations.

to realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Economic Awareness

to understand the economic implications brought about when a career decision is made.

to take notice that a major reason most people work is money.

to understand that work is a way of winning economic independence.

Attitudes and Appreciations

to understand the vital importance of a cooperative spirit.

to learn to analyze working roles according to advantages and disadvantages.

to realize that work affords diferent rewards to individuals (e.g., monetary or personal).

Social Awareness

to know that work is a means of developing social relationships.

to assume responsibility.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources

1st Day

1. Hand out a list of "Do's" and "Don'ts" for filling out a job application form. Discuss these. Also discuss common words and abbreviations found on most application forms—list on board.
2. Give each student a stencil copy of a McDonald's application form.
3. Start at the top of the application form and discuss proper way of filling out each section.
4. So that student will have experience in filling out all parts of the application form, tell students to "fictionalize" on sections concerning work experience, education and references. In other words have students put down what experience they would like to have had by the time they really do apply for a job.
5. Walk around the room checking briefly to see if all students are filling out form correctly.

2nd Day

6. Give another application form for a test. Be sure to remind class the day before to bring a pen to class.

3rd Day

7. Have personnel manager speak and evaluate a few application forms.

Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering World of Work,** Bloomington, Ill., McKnight, 1974.

Kahn, Charles, Tony, Robert and Jew, Wing **My Job Application File,** Hayward, California, Allen T. Kahn, 1974.

Helpful Hints: This lesson usually takes about 3 days.

(GRADES 7-9)

THEME: LETTERS OF APPLICATION

Lesson Goal: to familiarize and give students practice with the process of writing a letter of application.

Performance Objectives: Each student will be able

1. to list four situations in which one might need to write a letter of application.
2. to identify job ads in the newspaper which require a letter of application.
3. to list four main points a letter of application should include.
4. to write a sample letter of application.

Element and Element Objectives:

Self-Knowledge

to help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision-Making

to know that career decisions must correlate with one's goals in life (money, hours, etc.).

Career Awareness

to recognize that an individual may be suited for numerous occupations.

to realize that ocupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Economic Awareness

to understand the economic implications brought about when a career decision is made.

to take notice that a major reason most people work is money.

to understand that work is a way of winning economic independence.

Attitudes & Appreciations

to understand the vital importance of a cooperative spirit.

to learn to analyze working roles according to advantages and disadvantages.

to realize that work affords different rewards to individuals (e.g., monetary or personal).

Social Awareness

to know that work is a means of developing social relationships.

to assume responsibility.

Activities and Suggested Procedure	Resources
1. Give list of "Do's" and "Don'ts" for writing letters of application or refer to workbook pages 35-38.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work,** Bloomington, Ill., McKnight, 1974.
2. Examine sample letter of application form on page 37 of workbook pointing out the four main points a letter should include a) establish a point of contact. b) ask to be considered an applicant. c) list good points or qualifications. d) request a personal interview.	Same

3. Next, pass out a copy of a local newspaper to each student. Turn to the job ads and have students find and circle any ad which requires a letter of application (it is also good to point out ads which require resumes since the students have already done this).	Any local newspaper.
2nd Day	
4. Next have student select a job ad suited for them. They are to write a letter of application pretending they are really applying for this job. (Have students "fictionalize" on such things as age, educational background, etc.).	

Helpful Suggestions: This lesson usually takes two days.

(GRADES 7-9)

THEME: PERSONAL DATA SHEET OR RESUME

Lesson Goal: to teach students how to prepare their own Personal Data Sheet or Resumé.

Performance Objectives: Each student will be able

1. to write an acceptable resumé.
2. to identify jobs that might require resumés.
3. to identify ways individual strengths and weaknesses affect a possible career.

Element and Element Objectives:

Self-Knowledge

to be aware of individual capabilities and limitations.

to develop a realistic self-perception of individual abilities as they relate to career choices.

Decision-Making

to know and practice the components of the decision making process.

Career Awareness

to recognize that an individual may be suited for numerous occupations.

to understand that in our culture a person's preference of work indicates much about him that is significant.

to realize that hobbies and interests may lead to a vocation.

Economic Awareness

to apply knowledge of economic responsibilities to career decisions.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

Attitudes and Appreciations

to understand the need to make a meaningful career choice.

Social Awareness

to realize that an individual's work affects his standard of living.

Basic Skill Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1. Explain what a resumé or Personal Data Sheet is. Discuss main aspects of a resumé and when one might be required in obtaining a job. 2. Refer to a sample resumé in workbook page 39. 3. Pass out stencil copy of a different way a resumé is written emphasizing that there is no one way. However, point out to students that certain basic information should be in any good resumé. 4. Pass out stencil copy of basic outline for a resumé. Refer to Act. #8 in workbook. 5. Pass out newspapers for each student. Have them find and circle jobs requiring a resumé.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work** Bloomington, Ill., McKnight, 1974. Any local newspaper.

Helpful Suggestions: This lesson takes about 1 day.

(GRADES 7-9)

THEME: CHECK WRITING

Lesson Goal: to teach students how to properly write a check and balance a checking account page.

Performance Objectives: Each student will be able

1. to correctly write three checks.
2. to balance a checking account page accurately.

Element and Element Objectives:

Economic Awareness
to understand the principles of money exchange.

Basic Skill Awareness
to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1st Day	
1. Begin by talking about why it is not a good idea to carry and to make business transactions in cash. (i.e. receipts, etc.) Next, show the main elements of a check by use of a chart or either by drawing one on the blackboard.	Chart on blackboard.
2. Give each student a stencil copy of three blank checks. For some classes it will first be necessary to practice writing certain numbers used commonly in check writing. (i.e. forty-three instead of **fourty**-three). Give instructions for writing the first check. Check each student's work to make sure it has been done correctly. Then, give instructions for completing the other two blank checks.	Stencil copy of blank checks. (Some banks will furnish practice checks).
3. After everyone has gotten approval on writing the three checks, proceed with lesson by giving out a stencil copy of a page from a checkbook. Give written instructions to go along with this page. Have the same check page drawn on the blackboard so that students can be shown how to record at least one check and one deposit. Afterward, have the class complete the assignment individually. Make a game of this activity by saying something like: "I want to see who is going to be the first person finished with the **correct** balance." When a student gets the correct balance, do not let others see it. (This will encourage students to work harder so that they can get their answers approved).	Stencil copy of checkbook page, stencil copy of written instructions.
4. Finish up by talking about the importance of keeping an accurate record of one's	

32

checking account. Be sure to mention penalties for overdrawn checks (i.e. extra charge).	
5. Have resource speaker from local bank speak on banking services and possible careers in banking.	Resource speaker—local bank.

Helpful Hints: This lesson usually takes about 2 days.

(GRADES 7-9)

THEME: CAREER CONSULTATION

Lesson Goal: to provide students with the opportunity to conduct a career consultation of his individual choice.

Performance Objectives: Each student will be able

1. to interview someone on the job in his natural work environment.
2. to identify job duties and responsibilities.
3. to identify basic skills and abilities necessary for a particular job.
4. to identify educational requirements and determine where requirements can be met.
5. to list approximate beginning salaries for a particular job.
6. to practice communication skills.
7. to observe and record aspects of natural work environment.
8. to apply the decision making process in selecting the person to be interviewed and in choosing relevant questions.

Element and Element Objectives:

Self-Knowledge

to help match an individual's abilities and interests with the skills and process needed in world of work.

to develop a realistic self-perception of individual abilities as they relate to career choices.

Decision Making

to apply the decision making process to the study and selection of a career.

Career Awareness

to realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation and social prestige.

Economic Awareness

to understand that some workers produce goods while others produce services.

to understand the economic implications brought about when a career decision is made.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

to know that tentative educational plans must be formulated in order to arrive at a certain goal.

to recognize that there are many training channels directed toward job entry.

Attitudes and Appreciations

to learn to analyze working roles according to advantages and disadvantages.

to appreciate all forms of work.

to realize that work affords different rewards to individuals.

Social Awareness

to assume responsibility.

to realize that an individual's work affects his standard of living.

to know that society provides rewards for work.

to appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Activities and Suggested Procedure	Resources
1. Discuss how to locate, arrange, and conduct an on-the-job interview. a. 1st — talk about how to decide upon who to interview (individual interests along with availability of person to be interviewed). b. 2nd — how to set up appointment by phone or in person. c. 3rd — demonstrate an on-the-job interview in class. 2. Give each student a stencil copy of the Career Consultation Guide from workbook or have each student write a list of questions to ask. Be sure to have students familiarize themselves with questions before interview. 3. Have each student report his findings from his career consultation.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work.** Bloomington, Ill., McKnight, 1974.

Helpful Hints: Usually takes from 1-2 days depending upon how long each student takes to describe his career consultation.

Request student to obtain a business card from person interviewed.

(GRADES 7-9)

THEME: PERSONAL JOB INTERVIEW

Lesson Goal: to demonstrate by role playing how to conduct a successful personal job interview.

Performance Objectives: Each student will be able

1. to describe and demonstrate appropriate appearance for a successful job interview.
2. to describe and demonstrate proper behavior for a successful job interview.
3. to compare points of a "good" and "bad" interview.
4. to practice basic communication skills in conducting an interview.
5. to rate each interviewee's performance.
6. to list reasons why an individual should pursue his individual interests and needs rather than to conform to society's role expectations of him.

Element and Element Objectives:

Self-Knowledge

to realize that if work allows a person to exercise his positive self-concept and meet his needs then his performance will increase.

to help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision-Making

to know and practice the components of the decision making process.

to understand that career development requires sequential series of choices.

to know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in depth study.

to know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

Career Awareness

to understand the economic implications brought about when a career decision is made.

to take notice that a major reason most people work is money. Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

Educational Awareness

to realize that workers need some kind of special training and knowledge for most jobs.

to learn that human relations skills (e.g., communication) are necessary as computational skill.

Attitudes and Appreciations

to understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices).

to realize that work affords different rewards to individuals (e.g., monetary or personal).

Social Awareness

to be able to accept criticism and direction.

to assume responsibility.

to realize that an individual's work affects his standard of living.

Basic Skills Awareness

to recognize and acknowledge the fact that basic skills learned in school help prepare a student for his life of work.

Activities and Suggested Procedures	Resources
1. Discuss and/or give list of "Do's" and "Don'ts" of personal job interview.	Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Entering the World of Work,** Bloomington, Ill., McKnight, 1974. Randall, F. "About Getting a Job," Channing L. Bets Co., Inc., Greenfield, Mass., 1973.
2. To reinforce things to remember about a job interview, give stencil copy of or entire booklet, "About Getting a Job."	
3. Divide class into 4 groups for role-playing a job interview. Each group will decide: a. who is to be the interviewer. b. who is to be the interviewee. c. what questions should be asked. d. what type of job applicants are interviewing for.	
4. Have all students rate each "interviewee" by using "Interview Rating Form." After discussing the good and bad points of each applicant, have the class decide who should be hired.	"Interview Rating Form," Charles E. Merrill Publishing Co., 1974, Data Sheet 52
5. Invite personnel manager to share personal experiences with people he has interviewed.	Local bank or some other business.

Helpful Hints: This lesson takes 1-2 days.

ADDITIONAL ACTIVITIES

1. Learning sign language or the Rodchester Finger Spelling method is an excellent activity for a Career Education program. First of all, learning sign language could lead to a possible career for a student; it is an additional communication skill; and presently sign language ranks only behind Spanish and Italian as the most used second language.

   Thirty minutes a week is a suggested amount of time—perhaps every Friday. Also, a sign language interpreter could serve as a resource speaker.

2. While students are researching careers, or as a "filler" have students refer to DOT (Dictionary of Occupational Titles) pages for places to write in order to obtain additional information in various career areas.

3. Have students prepare a budget. Give yearly income and have students list living expenses and figure how to budget the money. Discuss necessities verses luxuries.

4. Have each student choose a person he most admires, (this could be a political figure, movie star, teacher, friend, etc.) and write a paragraph explaining why he admires that particular person. In a second paragraph, have the student write why he feels he could or could not be like the admired person.

5. Have a schoolwide Career Education poster contest. Themes would vary according to the particular purpose. Some suggested themes are:

   A. "Career Education is for Everyone."
   B. "Don't Let a Job Choose You . . . You Choose a Job."
   C. "The Future Job for You."

6. Have class do research on the Equal Rights Amendment. Divide class in half and have a debate on the pro's and con's. The best three students for each side could hold a debate for the entire student body. A schoolwide vote could then be taken to see how the student body feels about ERA.

   Members of class could also write ERA leaders for additional literature.

7. Have student choose one career cluster and do a poster college of the various job in it.

8. Have each student decide what he feels is the most important and the least important job in the world. Have him write a page supporting his opinion. Then discuss how the "least" important job for one person could be the "most" important job for another.

9. Have students bring in article of a person in a non-traditional job. This article could come from the newspaper, a magazine, etc. Have each student report on the article including whether or not he feels this person should be doing this particular job.

10. Give students a list of personality traits to learn. Discuss how these traits relate to choosing and doing well on a job. Have each student rate his own personality through the use of a scale. Then have students rate each other's personality. Compare the results by seeing how an individual sees himself as compared to how a classmate sees him.

SAMPLE A

_____

Date

Dear Parents:

As part of our Career Education program, each student is given the opportunity to apply for a social security number. In the past, it was only necessary to fill out and send in the application form. However, the social security law now requires each person to furnish evidence of age, identity and citizenship or alien status when he applies for a social security number.

Included is a copy of those official documents which are acceptable as proof of the above items. Please note that it is necessary to send one item from each group. Also, each item has to be the original document—no photocopies are accepted.

All Career Education students are required to fill out a social security application form in class. However, due to the importance of these additional requirements, we are asking each parent to assist his child in completing the necessary requirements in order to obtain his number. As Career Education teachers, we emphasize the importance and necessity of obtaining a social security number as soon as possible.

We greatly appreciate your help in this matter and would like to thank you for your support.

Sincerely,

Career Education
Department

SAMPLE B

_____

Date

Dear

We would like to thank you for speaking to our Career Education classes. Your presentation was extremely interesting and most beneficial to our students! We do appreciate you giving of your time and knowledge so generously.

We look forward to working with you again in the future.

Sincerely,

Career Education Department

40

SAMPLE C

APPLYING FOR A SOCIAL SECURITY NUMBER

The social security law requires that you furnish evidence of **age, identity,** and **citizenship** or **alien status** when you apply for a social security number. If you need help in obtaining any documents, get in touch with any social security office.

Please do not submit photocopies of documents. We cannot accept those. We will return any documents you send us.

It usually takes about 4 weeks to get your social security card after we receive your application and necessary documents.

IF YOU WERE BORN IN THE UNITED STATES

There are a variety of documents that can be submitted as evidence of your age, and citizenship. Examples of these documents are included in the two lists on page 3. If possible, please submit one document from each list.

EVIDENCE OF AGE AND CITIZENSHIP (one from this group)

A birth certificate or church record of birth or baptism is preferred as proof of your age and place of birth. If neither of these records is readily available, please furnish one of the documents listed below which shows your date of birth or age.

School record

Church record

State or Federal census record

Insurance policy

Marriage record

Military discharge papers

Delayed birth certificate

Draft card

U. S. passport

Any other record which shows your age or date of birth

EVIDENCE OF IDENTITY (one from this group)

Driver's license

State identity card

Voter's registration

School identification card

Work badge or building pass

Draft card or military ID

U. S. passport or U. S. identity card

Credit card if your signature is shown

Library card with signature

Any other document which shows either your signature or photograph

Career Clusters

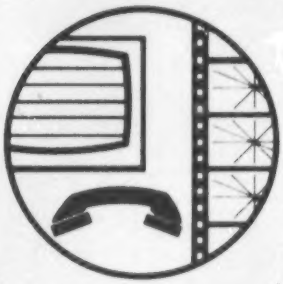
1. **Agri-Business and Natural Resources**

Removing nature's riches from the earth and using the land to raise animals and crops. Jobs with oil, trees, rocks, animals and plants.

2. **Business and Office**

Typing, storing, studying, and distributing records of people's work. Jobs with typewriters, computers, copying machines and records.

3. **Communications and Media**



Getting information to people. Jobs with telephones, telegraphs, magazines, newspapers, books, radio and television.

4. **Construction**

All activities in building. Jobs with cement, plastic, wire, and tile.

5. **Consumer and Homemaking**

Jobs with food, clothing and textiles, home furnishing, and families.

6. **Environment**

The protecting and saving of the natural things around us, including the repair of damage man has done. Jobs are concerned with land, water, air, and all living things.

7. **Fine Arts and Humanities**

Creating, writing, performing, and studying. Jobs with music, plays, dance, poetry, art, novels, history and languages.

8. **Health**

Care and repair of the human body and mind.

42

9. **Hospitality and Recreation**

Jobs related to spare or leisure time activities. Jobs in parks, hotels, clubs, sports, amusements, and hobbies.

10. **Manufacturing**

The making of anything not found in nature. Designing, assembling, producing, packaging, advertising, and transporting.

11. **Marine Science**

All jobs concerning the oceans and the plants, animals, and minerals in the oceans. Fishing, growing, studying, exploring, and harvesting.

12. **Marketing and Distribution**

Getting goods and services to the customer. Jobs in buying from the manufacturer, shipping, storing, advertising, and selling.

13. **Personal Services**

Working on or near individual people or animals. Barbering, hairstyling, undertaking, pet grooming, boarding, and training.

14. **Public Services**

Work which benefits groups of people. Teachers, police, firemen, government workers, military, and public utilities.

15. **Transportation**

Moving people and goods from one place to another. Airlines, railroads, ships, trucks, and buses.

SAMPLE D

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